The Canadian Reader

Current Canadian events and issues for students in Grades 3 and up

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Includes
• A News Story
• Lesson Plan
• Organizer

Subscribe to receive 2 additional articles, answer keys, & more!

Teachers serving teachers since 1990

Free Sample

Issue 4 • Sample Edition
So Long, Joey Moss

Joey Moss was a fixture on the Edmonton Oilers team. He wasn't a hockey player. He was a locker room attendant. Yet he brought laughter and joy to the team . . .

Subscribe to read the full article. www.lesplan.com

With a subscription, you’ll receive eight full issues. Each issue combines current Canadian events and issues with geography to expand students' knowledge of Canada while enhancing their ability to read and understand informational text.

Three levelled news stories are accompanied by detailed literacy-based lesson plans, organizers, and criteria for assessment, as well as comprehension checks and a language focus.

"Your package will be a part of my classroom for many years to come!!!"
- M. Schneider, Saskatoon, Saskatchewan

"I love this publication! It is an excellent complement to my Social Studies curriculum and the activities enable me to cover many provincial outcomes."
- S. Giffin, Dartmouth, Nova Scotia

"When I have kids in grade 4/5 wanting to know when the next issue is coming, even in December and June, that's when I know I have an excellent resource."
- A. Eisler, Burnaby, B.C.

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Shoreline Clean-Up

The Passing Cloud is a sailing ship. It takes tourists up the B.C. coast. Well… it did until the COVID-19 pandemic hit. Then the trips had to stop. That was tough . . .

Subscribe to read the full article. 1 (888) 240-2246
The Canadian Reader is published eight times during the school year in English and in French from September through May by LesPlan Educational Services Ltd.

Subscribe to The Canadian Reader at a cost of $198 per year ($24.75 per issue), by contacting us at:

LesPlan Educational Services Ltd.
#1 - 4144 Wilkinson Road
Victoria, BC V8Z 5A7

The Canadian Reader is protected by copyright. Subscribers receive one copy of the publication each month and may photocopy each issue for use by all students and teachers within one school.

How to use this resource:

The Canadian Reader is a made-in-Canada teaching and learning resource featuring all-Canadian content. It has three main components; use the entire package, or pick and choose the pages that suit your class the best.

1. Literacy Focus – This generic lesson plan focuses on seven key non-fiction reading comprehension strategies, presented in the following order:
   - Issue 1: Using Text Features
   - Issue 2: Making Connections
   - Issue 3: Visualizing
   - Issue 4: Asking Questions
   - Issue 5: Making Inferences
   - Issue 6: Determining Importance
   - Issue 7: Transforming/Synthesizing
   - Issue 8: Reading Strategies Review and Assessment

   Teachers may introduce and practice each month’s strategy using any of the articles in the issue, or save it for another time or text.

2. Canadian news stories – Each of the three articles is leveled and accompanied by Comprehension Check questions, a Language Focus, and a literacy-based lesson plan and supporting materials. Teach the lessons as they are presented, or pick and choose the activities and assignments you’d like to explore with your students.

3. Did You Know? comic – This comic provides basic information about a current news story or event, or supports one of the articles with background information. It’s a great way to engage reluctant readers and build students’ background knowledge in a fun and graphic way.

Note: All URLs referenced in The Canadian Reader are posted as links on our student website at http://www.lesplan.com/en/links. Bookmark this URL on your school’s computer network to give students easy access to our recommended sites.

Share The Canadian Reader with other staff members in your school, including itinerant, relief, and substitute teachers.
Dinosaur Discovery

Twelve-year old Nathan Hrushkin was hunting for dinosaur fossils. He and his father did this every summer. It was their hobby. Nathan climbed up a slope. He spied some bones protruding from the rock. “Dad, you got to get up here!”

Nathan says that when he first laid eyes on the bones, he was speechless.

“They really, really stood out,” he says. “I was in so much shock.”

“They looked like bones made of stone,” said his father. “You could not mistake them for anything else.”

Send in the experts

Nathan lives in Calgary. The town of Drumheller is less than two hours away by car. The landscape there is dry and rocky. It “looks like an alien planet,” says Nathan. It is called the Badlands. It’s known for dinosaur fossils.

Drumheller is also home to the Royal Tyrrell Museum of Palaeontology. It has one of the world’s largest displays of dinosaurs.

The father and son did not disturb the bones. They took photos instead. They also recorded the location of their find. They sent this information to the museum.

A team of experts arrived. They excavated the partially-exposed bones. There were between 30 and 50 bone fossils. They were all from one animal — a young Hadrosaur. A palaeontologist called Nathan’s discovery “very important.”
Hadrosaur fossils are not uncommon. But this fossil was about 69 million years old. It came from a period of time scientists want to know more about.

“We know very little about what kind of dinosaurs or animals lived in Alberta. Nathan’s… find will help us fill this big gap in our knowledge.”

“I’ve been aspiring to become a palaeontologist for as long as I can remember,” says Nathan. “So to actually find something significant is pretty amazing.”

He plans to keep coming back every year.

**From bones to fossils**

Nathan has been interested in dinosaurs since the age of six.

“I’ve always been so fascinated with how their bones go from bones like ours to solid rock.”

How does that happen? It takes place over millions of years.

After a dinosaur dies, its bones may be buried by sediment (mud and sand). That prevents them from rotting. The weight of the sediment pushes down on the bones. Over time, the sediment turns to rock.

Meanwhile, water seeps into the bones. It leaves mineral crystals behind. The crystals turn into rock. The bones become fossils.

Over time, the fossils embedded in the rock may become exposed. In Nathan’s case, they were “just sitting on the ground.”

Like most kids, Nathan’s favourite dinosaur used to be Tyrannosaurus Rex.

“But after my discovery, it’s most definitely the Hadrosaur.”

What if YOU discovered a bone fossil? How would you feel?

Fossils are protected by law. Nathan and his dad were right not to dig them up. Information can be lost if fossils are removed in the wrong way.
Dinosaur Discovery

Comprehension Check

Write the letter of the best answer in the space beside each question.

1. What is a bone fossil?
   a) A bone made by a museum.
   b) A buried bone.
   c) A bone that has become rock.
   d) A rotted bone.

2. Where did Nathan Hrushkin and his dad find bone fossils?
   a) Banff, Alberta.
   b) Calgary, Alberta.
   c) Drumheller, Alberta.
   d) Edmonton, Alberta.

3. How many bone fossils did Nathan and his dad find?
   a) Less than 30.
   b) Between 30 and 50.
   c) 75.
   d) Over 100.

4. How old are the bone fossils found by Nathan and his dad?
   a) 69 million years old.
   b) 120 million years old.
   c) 350 million years old.
   d) 906 million years old.

5. What animal were the bone fossils from?
   a) We don't know yet.
   b) A young Tyrannosaurus Rex.
   c) A family of Hadrosaurs.
   d) A young Hadrosaur.
Language Focus

An adjective is a word used to describe a noun – a person, place, or thing.

Example: **dry, rocky** landscape

The adjectives 'dry' and 'rocky' help us understand what the landscape is like. It helps us to better visualize it.

A. Write adjectives for the following nouns:

1. _______________ helicopter
2. _______________ baby
3. _______________ hall
4. _______________ forest
5. _______________ teacher

B. Write five adjective-noun phrases of your own.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

How many adjectives can you find in the article? How do these adjectives help you to better understand or visualize the nouns they are describing?
Before Reading:
- Write the title of the article on the board. Distribute to each pair of students a copy of *What’s In? What’s Out?* (p. 10). Read the list of words aloud and ask pairs of students to cut, then sort and categorize, the vocabulary into two columns: those words they predict will be found in the story (*What’s in?*) and those they predict won’t (*What’s out?*). Suggest that they discuss reasons for their designations. When completed, call on several groups to share a word that they’re convinced is in or out of the story as well as their rationale.

During Reading:
- As students read the article, encourage them to highlight or underline important information about the dinosaur discovery. Direct them to look for vocabulary that is found in the article.

After Reading:
- Have pairs re-sort their words, if needed. Inform partners that they will complete a post-reading strategy called a 6-Step Summary. Tell them that they will take turns summarizing the main ideas of the article, using the *What’s in?* list as reference. Suggest that you will be the timekeeper and will facilitate the process.

  Step 1: 1 minute summary (Partner A; then Partner B)
  Step 2: 30 second summary (Partner A; then Partner B)
  Step 3: 15 second summary (Partner A; then Partner B)

* As a class, debrief what students noticed about their summaries as they worked through the process. Ask them to reflect on how the list of words and/or time impacted their summaries.

Step 4: Identify the most important ideas. Both partners discuss which words are the most important (are needed to tell the main ideas of the article), then discard unnecessary words and add other important words from the article, if needed.

Step 5: Write an individual summary. Students use the revised list to write individual summaries, underlining the vocabulary words used.

Step 6: Reflect on summarizing skills. Students individually answer these questions under their summaries:
  - How did thinking about vocabulary before reading help you understand the article?
  - What did you notice about your summarizing skills as you worked through the 6-Step Summary process?

Criteria for Assessment: An effective summary is clearly written, correctly sequenced, and includes the most important ideas (5W’s +H).
Dinosaur Discovery

Lesson Plan

Extension:

☐ **Option 1: Create a quadrama**
  Challenge students to illustrate and colour the discovery on a quadrama, then tape their summary on the bottom or one side of their completed 2-D construction. How-to instructions for a quadrama can be found at: [https://layers-of-learning.com/quadrama/](https://layers-of-learning.com/quadrama/).

☐ **Option 2: Arrange a virtual fieldtrip**
  The Royal Tyrrell Museum (link found in Internet Connections) has created interactive online programs. Visit their Distance Learning page to learn more about the offerings. Programs are 45 minutes and range in cost from $125-$165. They offer a free Information Session for educators showcasing their “interactive, innovative, and award-winning programming”, answering questions about videoconferencing, and helping you find the best program fit for your students.

☐ **Option 3: Recreate a dinosaur timeline**

Internet Connections:

☐ Learn more about Nathan’s discovery:

☐ Check out the Royal Tyrrell Museum’s website:
  [https://tyrrellmuseum.com/](https://tyrrellmuseum.com/)

☐ Learn more about Hadrosaurs:
  [https://youtu.be/9o9rPBPCifY](https://youtu.be/9o9rPBPCifY)
  [https://www.scifacts.net/dinosaurs/](https://www.scifacts.net/dinosaurs/)

☐ View this timeline of the dinosaurs to see when Hadrosaurs lived:

☐ Explore Google Earth’s 3D map of Drumheller:
  [https://earth.google.com/web/search/drumheller,/@51.40513195,-112.63119555,763.2199087a,46405.4721903d,35y,0t,0or=data=CnYaTBJGCIUweDUzNzNWZDgwMDdmdNDfMWY6MHg0YzUXTk4YmOWTe5MDU5GUI4ClyAhuoilAYrYcQ19LVzAKgtkncVtaGVsYGyLBgCIAEiJgokCaONG90lUAEsz-z66QsklAGYSmIlimJlzAlbRRuWkkKlzA](https://earth.google.com/web/search/drumheller,/@51.40513195,-112.63119555,763.2199087a,46405.4721903d,35y,0t,0or=data=CnYaTBJGCIUweDUzNzNWZDgwMDdmdNDfMWY6MHg0YzUXTk4YmOWTe5MDU5GUI4ClyAhuoilAYrYcQ19LVzAKgtkncVtaGVsYGyLBgCIAEiJgokCaONG90lUAEsz-z66QsklAGYSmIlimJlzAlbRRuWkkKlzA)

**Note:** All URLs are posted as links at [http://www.lesplan.com/en/links](http://www.lesplan.com/en/links)
## What’s In? What’s Out?

<table>
<thead>
<tr>
<th>What’s in</th>
<th>What’s out</th>
</tr>
</thead>
<tbody>
<tr>
<td>fossils</td>
<td>palaeontologist</td>
</tr>
<tr>
<td>alien planet</td>
<td>rock</td>
</tr>
<tr>
<td>bones</td>
<td>exposed</td>
</tr>
<tr>
<td>sediment</td>
<td>museum</td>
</tr>
<tr>
<td>excavated</td>
<td>Jurassic period</td>
</tr>
<tr>
<td>Brachiosaurus</td>
<td>ice</td>
</tr>
<tr>
<td>Drumheller</td>
<td>preserve</td>
</tr>
<tr>
<td>hobby</td>
<td>law</td>
</tr>
<tr>
<td>shovel</td>
<td>Hadrosaur</td>
</tr>
</tbody>
</table>
Completing the following map assignment will help you to better understand the context of *Dinosaur Discovery.*

Label the following, then colour:

**Provinces and Territory**
- [ ] British Columbia
- [ ] Alberta
- [ ] Saskatchewan
- [ ] Northwest Territories

**Rivers**
- [ ] South Saskatchewan River
- [ ] Red Deer River

**Capital**
- [ ] Edmonton

**Cities**
- [ ] Red Deer
- [ ] Drumheller
- [ ] Calgary
- [ ] Medicine Hat
- [ ] Lethbridge

**Lakes**
- [ ] Lake Athabasca
- [ ] Lake Claire
- [ ] Lesser Slave Lake

**Did You Know . . . ?**
The Badlands are located in southern Alberta. This region is marked on your map. Locate the Badlands, and shade or mark the area with a pattern. Then, complete the key with your chosen colour/pattern.

*A good map is complete, accurate, and visually appealing.*
Students Can Work In Word . . .

Did you know...

. . . that each issue of The Canadian Reader includes a PDF file (complete document) and a Word file (articles and questions only)

Students can complete assignments directly in the Word file. Teachers can email the file to students or post it on the Internet. The Word file also allows teachers to:

• easily modify and format content including changing fonts and text sizes
• create a PDF document and use Adobe Reader’s ‘Read Out Loud Mode’
• save paper and copying costs and help protect the environment
• promote and encourage students’ computer skills

Password Security

There are three ways to access data from a Word file that is password protected:

1) Select the data you wish to Copy and then Paste it into any word processing program. Use Select All to copy the entire document.

2) Import the entire Word file into LibreOffice (or another similar program) and then save as a new file

3) To remove the password from a protected Word file, use Save As to make a new copy of the file. You can then change the Security settings and remove the password.

Google Docs and LibreOffice

• You can easily upload the Word file to Google Docs to share it with students or other teachers.

• You can translate Google Docs into another language (see Tools>Translate document) but you will need to edit the document to suit your requirements. Google Docs can translate into over 100 languages including Spanish, Mandarin, and German.

• LibreOffice is a free alternate to Microsoft Office and offers the same functionality. It’s easy to install and use. Visit: www.libreoffice.org
Students want to know what’s happening in their world – but the news can be difficult and time-consuming to teach.

**WE HAVE THE SOLUTION.** (Five, actually.)

**The Canadian Reader**
- **PDF/Word resource**
- Clearly written, leveled Canadian current events articles
- Literacy-based lesson plans
- Engaging, original illustrations
- Comics
- Map assignments

*Product details:* 8 issues. 36 pages. Available in English and in French for grades 3 and up.

**What in the World?**
- **PDF/Word resource**
- National and international news stories
- Key vocabulary
- Background information
- Varied assignments that build content-area knowledge and enhance critical thinking
- Maps and illustrations

*Product details:* 8 issues. 38 pages. Available in English and in French, and in two reading levels, for grades 5 and up.

**Currents4Kids.com**
- **Online interactive resource**
- Weekly news stories
- Auto-graded quizzes
- Comment page for students to respond to the stories
- Links to relevant articles, resources, maps, photos and videos
- Extension activities

*Product details:* 38 issues. One subscription allows all teachers and students access from any Internet-connected device at any time. Available in English and in French. 
*Currents4Kids/Infos-Jeunes:* Grades 3 and up.
*News4Youth/Infos-Ados:* Grades 7 and up.

**Building Bridges**
- **PDF/Word resource**
- Builds understanding of current events that impact Indigenous Peoples and all Canadians
- Two theme-based articles and lesson plans
- Background information
- Consistent with First Peoples Principles of Learning
- Encourages a respectful, reflective, empathetic, and inquiring frame of mind

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Wish your students knew more about their country? Help them to learn who’s who, what’s where, and what’s going on in Canada with a subscription to *The Canadian Reader*.

This classroom-ready resource combines current Canadian events and issues with geography to expand students’ knowledge of their country while enhancing their non-fiction literacy skills.

These current events are the perfect supplement for any Social Studies program. They are a wonderful jumping point for class discussion. Keep up the good work!

K. Faltin, Erskine, AB

It is a relief to have a resource that fits with the curriculum and is teacher-friendly (ready to hand out). The added bonus of having the answers to the questions and discussion notes makes my life just a little bit easier.

B. Thibodeau, Saskatoon, SK

I have been using your product for seven years. There isn’t a month that goes by that I don’t get into challenging discussions with my students with the leads you provide and go in directions I could never imagine. Thank you for this terrific teaching aid!

D. Faerber, Pembroke, ON

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*Suitable for Grades 3 and up*

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The Canadian Reader

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Please charge to: ☐ MasterCard ☐ VISA
P.O. #
Card Number
Cardholder Name Expiry Date (MM/YY)

Subtotal
ON add 13% HST NB, NL, NS & PEI add 15% HST
HST
All others add 5% GST
GST

Total

Newspaper
School and Bridgerton before
The organizers say those are “interim” parts
of the trail. They hope to eventually see
them replaced by off-road trails.

So yes, the Great Trail isn’t the walking
trail across Canada that some expected.

When was the Great Trail completed?
2017 – Canada’s 150th birthday – the Great
trail were opened up to recreational
biking, horseback riding, and cross-country
non-motorized trail. It would be for hiking,

How do people travel on blue sections of the Trail?

Some sections are brand new. Some follow
old railway lines. Some are popular trails
written or shown on
heads, what is not
They fill in, in their
Reading Strategy Review

What if you aren’t in Toronto? Throw a
or sports bag to take along with you.

What parts of the Trail are considered “interim” sections?

What’s new is that they have been pulled

What’s new is that they have been pulled

Wait a moment...
This dream was to build a trail across
Canada. From coast to coast, and up north, too. The longest
trail in the world! It would connect all Canadians. It would
encourage them to explore more of this amazing country.

It started with a dream. The dream was to build a trail across
Canada. It was a community effort. Volunteers
built trails and bridges across the

It was a community effort. Volunteers
built trails and bridges near where

© Pembroke Publishers, c. 2008; Harvey, Stephanie and Goudvis, Anne,

As they read, they make
questions can be found right in the story.

With summer coming, your family
of the Great Trail to explore.

© Pembroke Publishers, c. 2008; Harvey, Stephanie and Goudvis, Anne,

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old railway lines. Some are popular trails
written or shown on
heads, what is not
They fill in, in their

What in the World?

Reader
Currents4Kids

Promo code: 2Free

What in the World?

Level 1

Levels 8 and up

Online Weekly
(Nov. – June 2B issues)

Currents4Kids

Promo code: 2Free

What in the World?

Level 2

• The Vikings did not keep
journals of their voyages.
The Vikings did not keep
journals of their voyages.

Finding Vinland

Exploring new lands
America? When they returned home to Greenland, they told stories
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